

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

| Name of Program | Division | Author(s) |
|-----------------|------------------|-----------------|
| Counseling | Student Services | Angella VenJohn |

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

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|--|
| The counseling department's philosophy is that students are best served from a holistic approach and as part of a centralized counseling program. The services provided by the counseling department are integral and essential to help students realize a positive, rewarding |
|--|

and successful educational experience. The counselors assist students in academic planning, career exploration and personal development, which lead to intellectual, emotional and social growth. Through interaction with the counseling staff, students develop a sense of self awareness as to how each person affects the world at large.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The counseling program supports Las Positas College's Mission of "inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals." Counseling faculty recognize the diverse goals of all students who attend Las Positas College and to meet the personal development of all students, help orient students about all the programs and resources at LPC and encourage increased self awareness of students to pursue their unique goals based on the students' background, interests, strengths and situations.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If **yes**, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

| Course(s) | Reason for Revision |
|---------------------------|---------------------------|
| N/A | N/A |
| Click here to enter text. | Click here to enter text. |

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

Click here to enter text.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

Implementation of the new Student Success Act (Senate Bill 1456-Student Success and Support Program). The mandates from Student Success and Support Program (3SP) that will impact counseling services directly include: 1.) increase college and career readiness 2.) Strengthen support for entering students 3.) Incentivize successful student behavior. The Student Success and Support Program mandates assessment, orientation, and requires all students to have an educational plan early in their academic career. This requires students to explore careers and then select a major program of study sooner rather than later. The Student Success Act also requires support services for students lacking college readiness which is a majority of our students. So our new initiatives will include a revision of our new student orientation and program planning sessions. The revisions will include abbreviated student educational plans (2 semester educational plans) and more emphasis on career exploration in order to identify major sooner.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

| Number of Courses Offered (AY 2011-12) | Number of Courses with SLOs (AY 2011-12) | Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12) |
|--|--|---|
| | N/A Refer to PSCN Program Review | N/A |

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Refer to Program Review for PSCN

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

| Number of degrees/certificates offered | Number of degrees/certificates with SLOs | Number of program level SLOs/SAOs |
|--|--|-----------------------------------|
| | | |

| | | |
|-----|-----|---|
| n/a | n/a | 3 |
|-----|-----|---|

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

2//15/2012 Email discussion about IPR update
 3/29/2012 Faculty Flex Day re. Program Review
 4/4/2013 2nd hour after Town Hall Meeting
 9/10/13 Assessment Discussion

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

For the Academic Year 2011-2012, the Counseling Department created 2 SLO's and 1 Counseling Service Area Outcome (SAO). One Counseling SLO's involved students' ability to identifying their academic goals. If students were able to identify a major and their degree objective then counselors could assist them in developing student educational plans which identified the courses they needed to take in order to meet their goal. This was assessed by the number of Student Educational Plans written by counselors. In AY 2011-12, counselors met with students and developed over 1700 educational plans.

The second SLO's involved students' ability to identify and access resources appropriate for their needs. Assessment of this SLO required the development of an online student survey which did not occur.

The Counseling Service Area Outcome (SAO) involved serving larger number of students more efficiently by counselors providing matriculation services in group settings resulting in timelier registration for students. In the AY 2011-12, counselors saw approximately 1,260 students in workshops/group counseling sessions. The break down was as follows: 500 students in financial aid and probation workshops, 500 students at Mega Day workshops, and 260 students in the English 100A courses.

A survey was administered to all students attending Mega Day. Based upon the students' responses, changes were made to the event the following year which resulted in timelier registration. One of the changes included having the event one week prior to registration so students could register at 7:00 AM on the first day of their registration. Having the

event one week earlier also allowed students to correct any problems they had with pre-requisites or PIN numbers before they registered. Another change, students were assigned a time and classroom so they did not have to check-in on the day of the event. They could go directly to their assigned workshop and did not have to wait in long lines to check-in.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Our assessments support these resource requests. However, the new Student Success Act is the main driver of this. The Student Success and Support Program (3SP) requires all students to have an educational plan early in their academic career. This is the main driver in the need for more counselors.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

We plan to assess our SLO's & SAO's according to the new Program Review timeline. The assessments will need to be revised as the Student Success & Support Program (Student Success Act-Senate Bill 1456) is implemented. Counselors will need to be trained and informed on the new state requirements of 3SP. And we will need to discuss at our division and counselor meetings any revisions and changes to our SLO/SAO's.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Counselors discussed the Student Satisfaction Survey and Student Persistence Data at our counseling faculty meeting on 8/27/13.

The Institutional Researcher came to our Division meeting on 9/3/13 to explain and discuss the Student Satisfaction Survey and Student Persistence Data. Discussion from this meeting was recorded in the meeting minutes.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

It should be noted that the Student Satisfaction Survey (SSS) was administered in Fall 2012 and therefore would not normally be included in the 2011-12 Program Review. However, the survey is only administered every 2 years and it was originally scheduled to be administered in Fall 2011 but due to staffing changes in the IR office, the Student Satisfaction Survey was delayed by a year. So after discussion with the Institutional Researcher, the Counseling department and the Program Review Committee, it was agreed upon to include in this program review.

Student Satisfaction Survey indicated:

- 61% of students were very satisfied to satisfied with their overall experience with counselors.
- 24% were neither satisfied or dissatisfied
- 15 % were dissatisfied to very dissatisfied

It should also be noted that counselors ranked lower than instructors, and librarians but higher than administrators on the SSS. In our discussions, counselors felt this may be due to a number of factors.

- 1) Students don't see counselors as often as instructors or librarians so it is more difficult to establish a positive, personal relationship with them.
- 2) Counselors are often viewed as "the enforcer" of college policies and procedures which the students may not like or appreciate.
- 3) Students often have unrealistic expectations of the role of college counselors. For example, many new incoming students expect college counselors to select their classes and enroll students in them like their high school counselors did.

The Student Satisfaction Survey also indicated:

- 67% of students had used counseling services.
And of those 67 % who used the counseling service,
- 73 % were satisfied or very satisfied.
- 27% who have used the service were not satisfied.

So of the 67 % of students who used counseling services, 73 % were satisfied or very satisfied. This 73% may be a better indicator of student satisfaction with counseling because it is from students who have used the service!

The Student Satisfaction Survey also indicated:

- 45% were satisfied or very satisfied with the convenience of getting a counseling appointment.

- 28% were neither satisfied nor dissatisfied
- 27% were dissatisfied or very dissatisfied.

This low rate of satisfaction maybe due to a number of factors that occurred.

1) The matriculation/ counseling budget that the college receives from the state was dramatically reduced.

2) Three counselors left the department due to retirements and job changes the prior year. And although in Fall 2011, 3 new counselors were hired, the counseling department is still short 2 counselors. It should also be noted that one of the new hires was reassigned 50% to the Puente program so counseling is actually short 2.5 counselors.

The low student satisfaction may be correlated to the reduction of: counseling personnel, counseling hours and thus reduction of counseling appointments available to students.

It should be noted that for AY 2011- 2012, counselors saw a total of 11, 077 students :

- 8,786 students on drop-in counseling.
- 2,291 students for appointments.

From this we learned, a majority of the students were seen on drop-in basis because they could not get an appointment. Appointments were booked 3-5 weeks, in advance. Counselors have tried to address the problem by providing group counseling workshops for:

- probation students
- financial aid students
- basic skills students (English 100A)
- early decision students (Mega Day).

In the AY 2011-12, counselors saw a total of 1,260 students in workshops/group counseling sessions. By seeing more students in groups, this has decreased the need for drop-in counseling. Thus this fall term, we will schedule appointments through the end of the semester rather than go to drop-in only once registration begins.

The Counseling Dept. & the Institutional Research Department also discuss the persistence rates of new students. (Persistence is Fall term to Spring term enrollments.) The research indicated that new students who receive matriculation services: orientation, assessment and counseling have a higher persistence rate than new students without these services. This is a trend that has continued upward since 2001.

Fall to Spring Persistence Rates:

Fall 01/Spring 02: 71% Persistence Rate

Fall 11/Spring 12: 81% Persistence Rate

Persistence Rate by Matriculation Service:

F01/Sp 02: 82% Persist who receive orientation vs. 60% persist who do NOT

F11/Sp 12: 76 % persist who receive orientation vs. 81% who do NOT

F01/Sp 02: 80% persist who assess vs. 57 % who do NOT

F11/Sp 12: 85% persist who assess vs. 58% who do NOT

F01/Sp 02: 83% persist who receive counseling vs. 59% persist who do NOT

F11/Sp 12: 88 % persist who receive counseling vs. 77% persist who do NOT.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

In the Student Satisfaction Survey, the low satisfaction in “convenience of getting a counseling appointment” and still being short 2.5 counselors, supports the need for additional counselors. And we also see by the persistence data that students who see a counselor persist at a higher rate than those who don’t see a counselor.

2. Enrollment Management (**Instructional programs only**)

a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

N/A

b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositacollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

N/A

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

N/A

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

| Total FTEF* | FTEF from Full-Time Faculty* | % FTEF from Full-Time Faculty ** |
|-------------|------------------------------|----------------------------------|
| 8 | 5.5 | 68% |

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

| Type of Personnel | Number | Shared? With whom? If shared, state % of time assigned to the program | No. of hrs/wk | No. of mo/yr |
|-----------------------------------|---------------------------|---|---------------------------|---------------------------|
| full-time classified staff* | 1 | N/A | 40 | 12 |
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| | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| regular hourly classified staff** | 1 | N/A | 20 | 12 |
| student assistants | 1-2 | Cal works | 10-12 | 9-12 |

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

The counseling department needs at least 2 more FT counselors to restore pre-2009 staffing levels. In addition, we are mandated by the Student Success & Support Program to have educational plans for all students by 2014. This will require additional human resources.

And as our student population grows, some populations required specialized student educational plans (Veterans, athletes, financial aid) that require counselor contact.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

- Continued Degree Work training will be needed as we implement this counseling tool.
- Student Success & Support Act training is needed immediately as the mandates will need to be implemented beginning in 2014.
- SARS training may be needed as we begin to utilize more of its functions to capture student data.
- Athletic counselor training.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Counselors need laptop computers to use when they work with students on Degree Works to develop SEP's

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

We just moved into our beautiful new Student Services and Administration Bldg!

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

Yes. However, a specific amount cannot be determined at this time as it will depend on the state categorical allocation. The general use from the general fund money will be used for counseling salaries and for basic operational expenses such as office supplies, hiring adjuncts, software licenses, and professional development.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If **yes**, briefly describe. Provide any data which support these needs.

Student Success Act implementation.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

- Student Success Act mandates will greatly impact Counseling faculty workload. In the near future, the mandates will require additional counseling faculty for student educational planning and revision of our orientation/ program planning sessions.
- Lack of consistent leadership and institutional knowledge- Interim Dean of Student Services for 2011-12, No Dean for 2012-13, another new Interim Dean 2013-2014. (New permanent Dean will be hired for 2014-15.)
- Loss of 2.5 counseling faculty prior to AY 2011-12, due to retirements and job changes.
- Conducted interviews and hired 3 new counseling faculty to start mid-Oct 2011 that involved training for AY 2011-12.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

No Program Review Update was completed for 2012

B. Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

- Lack of consistent leadership and institutional knowledge – Interim Dean of Student Services for 2011-12, No Dean for 2012-13 compounded by having an Interim VP of Student Services for 2011-12 and a new VP of Student Services who started in Fall

2012.

- At the end of summer 2011, we lost 3 counseling faculty to retirement and 2 to job counseling faculty who left LPC. 3 new counselors were hired in Fall 2011 but we are still short 2 counselor positions from our pre-2009 level.
- Due to the lack of leadership (no Dean of Student Services 2012-13), the primary goal the counseling department was to maintain counseling services.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

The objectives for the academic year 2014-15 are: restoration of counseling faculty levels; the implementation of the mandates for the Student Success Act; and the continuation of Degree Works implementation.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Counseling needs are paramount to the implementation of the Student Success Act mandates. Without a student educational plan, priority registration is lost and students will not have adequate access to classes. This delays students in achieving their educational goals.

Continue to the next page to complete the form.

| Name of Program | Division | Author(s) |
|---------------------------|---------------------------|---------------------------|
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IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

| Rank | Priority 1=essential 2=important 3=nice to have | Objective | SLO's/SAO's linked to objective | College goal(s) linked to objective† | How will effectiveness be measured? | Category* | Resources needed | Committee |
|------|--|--|---|--------------------------------------|---|---|--------------------------------------|--|
| 1 | 1 | <i>Restoration of counseling faculty.</i> | <i>Training in Student Success & Support Program mandates, SARS training and continued Degree Works training.</i> | | <i>When additional faculty are hired and training has occurred.</i> | <i>Human, technical and financial resources</i> | <i>Human and financial resources</i> | <i>Faculty Hiring Prioritization.</i> |
| 2 | 1 | Implementation of Student Success & Support Program (3SP). | Rewrite SAO's so they are linked to 3SP and are more measureable. | | Increased college and career readiness. Strengthened support for entering students. | Human and Financial. | Human and financial | Planning Committee, Resource Allocation, Student Services. |
| 3 | | | Click here to enter text. | | Click here to enter text. | Click here to enter | Click here to enter | Click here to enter text. |

| Name of Program | Division | Author(s) |
|---------------------------|---------------------------|---------------------------|
| Click here to enter text. | Click here to enter text. | Click here to enter text. |

| | | | | | | text. | text. | |
|----------|---------------------------|---------------------------|---------------------------|--|---------------------------|---------------------------|---------------------------|---------------------------|
| 4 | Click here to enter text. | Click here to enter text. | Click here to enter text. | | Click here to enter text. |
| 5 | Click here to enter text. | Click here to enter text. | Click here to enter text. | | Click here to enter text. |

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.